

# YEAR FOUR

Our vision is to prepare children at Moldgreen Community Primary School to be useful, respectful citizens who play a positive role in their communities. At Moldgreen, we encourage care and respect for all through providing a happy, safe and inclusive environment where children love learning and thrive.

We want to prepare children to be useful, respectful citizens so they can play a positive role in their communities. At Moldgreen we encourage care and respect for other people, their faiths and their traditions. We help develop lively, enquiring minds to make decisions which affect their future and to understand other people's points of view.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Visits</b>	Manchester Museum	Nurse- Healthy Eating	Yorkshire Museum Workshop	Huddersfield Keeping it Clean Street Clean	Tumbridge Magdale or Tunnel End	Architecture Old/new Garden Area
<b>Theme days/weeks</b>				Our Area		Aspirations Week
<b>Literacy</b>	Egyptian Cinderella	Incredible Book Eating Boy	Roman Diary	Pied Piper of Hamelin	Wind in the Willows	The Promise
<b>History</b>	Early Civilisations- Ancient Egypt		Roman Empire - Impact on Britain			
<b>Geography</b>	Mapping the Nile		Roman fort locations		Physical Geography- Rivers	
<b>Science</b>	Animals Digestive system Major organs - link to mummification	Animals Digestive system	Electricity	Sound	States of matter	Living Things and their Environment
<b>Art</b>	Pyramids Egyptian Art	Still life - 3D	Mosaics		River Art Monet	Outdoor Art
<b>DT</b>	Canopic jars Food - dulcis coccora (sweet honey balls)		Roman Shields	Junk modelling - link to street clean?		Bird Boxes Bird Feeders

<b>PE</b>	Physical, Cognitive and Manipulation (power, peer mentoring, dribbling, tactical variation, passing, teamwork, agility)	Physical, Cognitive and Manipulation (understanding rules, shooting, control, passing, anticipation, shooting, assessment)	Physical, Cognitive and Manipulation (physical processing, strength, teamwork, evaluation, accuracy)	Physical, Cognitive and Manipulation (tactical variation, power, speed, fielding and catching, striking, assessment)	Physical, Cognitive and Manipulation (dribbling, fielding and catching, anticipation, speed, strength, accuracy, assessment)	Physical, Cognitive and Manipulation (agility, evaluation, striking, control, peer mentoring, understanding roles)
<b>RE</b>	How are important events remembered?	What faiths are shared in our country?	How do the five pillars guide Muslims?	How do the five pillars guide Muslims?	Why are the Gurus at the heart of Sikh beliefs and practice?	Why are the Gurus at the heart of Sikh beliefs and practice?
<b>Computing</b>	Basic skills (following progression document)	Information Literacy	Computer Science	Data Handling	Computer Science	Media
	Online safety to be taught throughout using the Project Evolve scheme					
<b>MUSIC</b>	Charanga Mamma Mia Ukuele Sing up suggestions Cleopatra Tutankhamun	Charanga Glockenspiel 2 Ukuele Sing up suggestion - Food groups are rockin tonight.	Charanga Stop Ukuele Sing up suggestion - Roman Rap	Charanga Lean on me Ukuele Sing up suggestion - Make that sound!	Charanga Blackbird Ukuele Sing up suggestion - River journey	Charanga Reflect rewind replay. Ukuele
<b>PHSCE</b>	<p><b>Health and Well-Being</b> Core Theme 1 Unit 1 Physical, Emotional and Mental LESSON 1: Physical, Emotional and Mental 1 - I Am Who I Am!</p> <p>Core Theme 1 Unit 1 Physical, Emotional and Mental LESSON 2: Physical, Emotional and Mental 2 - Hearts and Minds</p> <p>Core Theme 1 Unit 1 Physical, Emotional and Mental LESSON 3: Physical, Emotional and</p>	<p><b>Health and Well-Being</b> Core Theme 1 Unit 5 Emotions LESSON 3: Loss / Separation 3 - Left Behind</p> <p>Core Theme 1 Unit 5 Emotions LESSON 4: Family Changes - Two Homes</p> <p>Core Theme 1 Unit 5 Emotions LESSON 5: Feelings (New)</p> <p>Core Theme 1 Unit 5 Emotions LESSON 6: Self-Respect (New)</p>	<p><b>Health and Well-Being/ Living in the Wider World</b> Core Theme 1 Unit 7 Growing and Changing LESSON 1: Before Puberty - You've Grown!</p> <p>Core Theme 1 Unit 7 Growing and Changing LESSON 2: Visible Changes - Mind the Gap</p> <p>Core Theme 1 Unit 8 First Aid LESSON 3: Emergency Calls 2</p>	<p><b>Living in the Wider World</b> Core Theme 3 Unit 2 Collaboration LESSON 1: Different Communities - My Community</p> <p>Core Theme 3 Unit 2 Collaboration LESSON 2: School Communities - School Swap</p> <p>Core Theme 3 Unit 3 Discrimination LESSON 1: Gender Stereotypes - His and Hers</p> <p>Core Theme 3 Unit 4 Economic Awareness LESSON 2: Managing</p>	<p><b>Healthy Relationships</b> Core Theme 2 Unit 2 Collaboration LESSON 2: Working Together - Build It Up</p> <p>Core Theme 2 Unit 2 Collaboration LESSON 3: Shared Goals - Better Places</p> <p>Core Theme 2 Unit 3 Bullying LESSON 1: Reactions - Frustration</p> <p>Core Theme 2 Unit 3 Bullying LESSON 2: Self-</p>	<p><b>Healthy Relationships</b> Core Theme 2 Unit 5 Healthy Relationships LESSON 1: Friendship 1 - Best Features</p> <p>Core Theme 2 Unit 5 Healthy Relationships LESSON 2: Friendship 2 - Circles Time</p> <p>Core Theme 2 Unit 5 Healthy Relationships LESSON 3: Friendship 3 - The BAFAs</p> <p>Core Theme 2 Unit 5 Healthy Relationships</p>

	<p>Mental 3 - Three in One</p> <p>Core Theme 1 Unit 1 Physical, Emotional and Mental LESSON 3: Physical, Emotional and Mental 3 - Three in One</p> <p>Core Theme 1 Unit 4 Aspirations LESSON 2: Identified Strengths - Future Me</p> <p>Core Theme 1 Unit 4 Aspirations LESSON 3: Setting Goals - That's My Goal!</p> <p>Core Theme 1 Unit 4 Aspirations LESSON 4: Setting Goals - The Impossible Dream</p>	<p>Core Theme 1 Unit 6 Safety LESSON 3: Online Privacy 2 - E-Protection</p> <p>Core Theme 1 Unit 6 Safety LESSON 4: Online Privacy 3 - It's Personal</p> <p>Core Theme 1 Unit 6 Safety LESSON 6: Internet Use 2</p>		<p>Money - Design Choices</p>	<p>Worth - I'm a Marvel!</p> <p>Core Theme 2 Unit 3 Bullying LESSON 3: Persistence and Resilience - Don't Give Up</p> <p>Core Theme 2 Unit 3 Bullying LESSON 4: Negative Persistence - Over and Over</p>	<p>Lesson 4: Friendship 4 (New)</p>
<p><b>Rights and Respect</b></p>	<p>Howard Carter - cultures</p> <p>Article 14 (religion and beliefs)</p> <p>Article 30 (children from minority or indigenous groups)</p> <p>Article 24 (health and health services)</p>	<p>Healthy food and access to water</p> <p>Article 14 (religion and beliefs)</p> <p>Article 12 (respect for the views of the child)</p> <p>Article 24 (health and health services)</p>	<p>Article 14 (religion and beliefs)</p> <p>Article 19 (protection from violence, abuse and neglect)</p> <p>Article 22 (refugee children)</p> <p>Article 38 (war and armed conflicts)</p>	<p>Justice</p> <p>Article 14 (religion and beliefs)</p>		<p>Article 31 (leisure, play and culture)</p> <p>Article 27 (good standard of living) - link to science</p>
<p><b>British Values</b></p>	<p>Mutual respect, belief</p> <p>Individual Liberty</p> <p>Rule of Law - Egypt</p> <p>Democracy - School Council + RRSA Charter</p> <p>Mutual Respect - RRSA Charter</p>	<p>Rule of Law - Egypt</p>	<p>Mutual respect - beliefs</p> <p>Democracy - RRSA Charter</p> <p>Mutual Respect - RRSA Charter</p> <p>Individual Liberty</p> <p>Rule of Law - Romans</p>	<p>Rule of Law - Romans</p> <p>Individual Liberty</p>	<p>Democracy - RRSA Charter</p> <p>Mutual Respect - RRSA Charter</p>	<p>Rule of Law - Current affairs</p>

**Social Moral, Spiritual, cultural development**

<p>Beliefs - Gods and class system</p> <p>Social -</p> <ul style="list-style-type: none"> <li>Engaging with British Values</li> <li>Using a range of social skills in different contexts</li> </ul> <p>Moral -</p> <ul style="list-style-type: none"> <li>Investigating moral and ethical issues and appreciating viewpoints</li> <li>Understanding the consequences of their behavior and actions</li> </ul> <p>Spiritual -</p> <ul style="list-style-type: none"> <li>Experiencing enjoyment and fascination in learning</li> <li>Reflecting about their own beliefs and perspective on life</li> <li>Reflecting on experiences</li> <li>Respecting different people's faiths, feelings and values</li> <li>Using imagination and creativity in learning</li> </ul> <p>Cultural -</p> <ul style="list-style-type: none"> <li>Participating and responding to cultural opportunities</li> <li>Understand the wide range of cultural influences that shape heritage</li> <li>Celebrating and respecting diversity in local, national and 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	national and global communities <ul style="list-style-type: none"> <li>• Knowledge of Britain's democratic parliamentary system</li> </ul>					
<b>Cultural Capital opportunities</b>	Forest School Manchester Museum	Diwali Nurse- Healthy Eating	Forest School Chinese New Year Yorkshire Museum Workshop	Huddersfield Keeping it Clean Street Clean	Forest School Eid Local river walk Tumbridge Magdale or Tunnel End	Sports Day Architecture Old/new Garden Area